

Please tune in. If you listen closely, you will hear Chelsey's voice and feel her heart.

APP CHALLENGE WINNERS

(Ms. JAYAPAL asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. JAYAPAL. Mr. Speaker, I rise today to recognize West Seattle High School students Will Rasmussen and Aidan Day as the winners of Washington's Seventh District Congressional App Challenge.

Will and Aidan developed an app that helps students and teachers maximize learning time in the classroom by automating the checking of attendance, which often takes several minutes of class. Will's and Aidan's design uses RFID technology to let students quickly tag into class using a keycard similar to ORCA cards, our region's transit access cards which allow passengers to pay their bus and train fare by swiping their cards.

Our diverse group of App Challenge judges praised Will's and Aidan's ingenuity. Microsoft enterprise specialist Hammad Rajjoub called it "a great idea to bring to life," because "time is the most important asset we all have." Other judges suggested scaling it up for use in other school districts.

Will's and Aidan's winning project is a model for all of us to use our creativity, knowledge, and ultimately the technology we create to benefit the greater good and improve our communities.

Congratulations, Will and Aidan.

GIRL SCOUTS OF WATAUGA COUNTY

(Ms. FOXX asked and was given permission to address the House for 1 minute.)

Ms. FOXX. Mr. Speaker, as we approach Christmas, many of us consider the season of giving and some also think of Christmas cookies. Equally, when many consider giving back, or cookies, they think of the Girl Scouts. However, Mr. Speaker, it is important to note that Girl Scouts do more than sell cookies. They actively work to improve their communities all year long.

Five Girl Scouts in Watauga County recently received the bronze and silver awards for outstanding community service. A few troops earned awards for redecorating a library reading cave to encourage classmates to spend more time learning. Another Girl Scout taught a free dance class so that children who couldn't afford lessons wouldn't miss out. Last, one Girl Scout sought to help end hunger in Watauga County. She wrote thank-you cards to sponsors that provided funds for healthy Thanksgiving meals to feed the hungry.

These young women are a credit to their parents and to our communities. I congratulate these young women on

their well-earned awards, and I look forward to their continued success.

RECOGNIZING WILLIAM ADAMCAK

(Mr. CARTER of Georgia asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. CARTER of Georgia. Mr. Speaker, I rise today to recognize the life of Mr. William Adamcak, who passed away on November 23, 2017, at 98 years of age.

Mr. Adamcak was a true patriot and an American war hero, serving in World War II, the Korean war, and the Vietnam war. He received the Purple Heart for his service in D-day during World War II. Even though he and the rest of the Allied forces faced heavy Nazi resistance, Mr. Adamcak led his men through the infamous Omaha Beach and into the French uplands, where they dug foxholes.

Huddled in their foxholes, they faced heavy mortar attack from the Germans. But through Mr. Adamcak's bravery, training, and leadership, he led his men to a successful completion of their mission.

Mr. William Adamcak was a living legend and hero, and I could not be more honored to recognize this man from the Greatest Generation on the House floor today. He will truly be missed.

CLOSE THE INVESTIGATION

(Mr. GAETZ asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GAETZ. Mr. Speaker, there is an intractable bias and prejudice that infects Robert Mueller's investigation of President Trump and his team.

Look no further than Peter Strzok. He was central to clearing Hillary Clinton by changing the information in her exoneration statement from grossly negligent to extremely careless. Then, somehow, he gets drafted into the Mueller probe and starts sending anti-Trump, pro-Hillary text messages to his mistress.

Then we learn that Bruce Ohr, who was also involved in the investigation, met with Fusion GPS officials proximate to their interactions that impacted the election. Now we have learned that the wife of Bruce Ohr—the wife of a senior official involved in this investigation—was moonlighting, working for Fusion GPS and bringing up scandalous, unverified, and salacious accusations against the President.

Even Mueller's number two, Andrew Weissmann, praised Sally Yates for defying a direct order from the President.

It is time to bring this witch hunt of an investigation to a close and move on to Make America Great Again.

150 YEARS OF HBCU EXCELLENCE

The SPEAKER pro tempore (Mr. TAYLOR). Under the Speaker's announced policy of January 3, 2017, the gentlewoman from North Carolina (Ms. ADAMS) is recognized for 60 minutes as the designee of the minority leader.

GENERAL LEAVE

Ms. ADAMS. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include any extraneous material on the subject of this Special Order.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from North Carolina?

There was no objection.

Ms. ADAMS. Mr. Speaker, for the next 60 minutes, we have a chance to speak directly to the American people on issues of great importance to the Congressional Black Caucus, the Congress, our constituents, and all Americans.

I acknowledge all the members of the Congressional Black Caucus who are here, and most specifically, Congressman RICHMOND, who helped to organize this Special Order hour.

As we convene tonight, we are going to recognize our HBCUs, and more specifically, the nine HBCUs under the caption of: 150 Years of Excellence.

I rise today to honor our Historically Black Colleges and Universities, and in particular, the nine schools that are celebrating 150 years.

As a member of the CBC's Task Force on HBCUs and as co-chair of the bipartisan HBCU Caucus, I have the distinct pleasure of honoring all of the following schools of the HBCU 9 for this remarkable achievement: Alabama State University; Barber-Scotia College; Fayetteville State University; Howard University; Morehouse College; Morgan State University; St. Augustine University; Talladega College; and from my very own 12th District in North Carolina, Johnson C. Smith University.

The achievement of these schools across the past 150 years are beyond remarkable and their reputation as incubators of innovation and Black leadership is an incredible accomplishment in and of itself.

From humble beginnings, these schools have been able to persevere, despite decades of discrimination and intentional neglect, in order to provide African Americans a first class education.

Mr. Speaker, I stand here today as a living testament to the necessity and the importance of HBCUs. My mother, who raised me, was not an educated woman. She wasn't able to obtain a high school education. She didn't attend an HBCU, for that matter. But she understood how important education would be in my life. She did domestic work. She cleaned other folks' houses so I wouldn't have to because she understood how important it was for me to go to school.

But like those visionaries who founded these schools after surviving the horrors of slavery, my mom dreamed of a better future for me, her daughter. When I could not fully recognize the potential in myself, it was an HBCU, North Carolina A&T State University, that saw something in me and made a committed investment toward my success.

North Carolina A&T State University gave a poor Black girl from the ghetto of Newark, New Jersey, an opportunity because it believed in opportunity and the fundamental importance of education that W.E.B. Du Bois spoke about when he said: "Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental."

A&T took me where I was. They got me to where I needed to be. They shaped and molded me into what they knew I could become. Just as our HBCUs have done for many of our colleagues who join me in the people's House today, our HBCUs are responsible for educating 20 Members of this esteemed body and one Member of the U.S. Senate.

But that is only a small part of the story that these schools are continuing to tell. HBCUs also contribute 50 percent of African-American professionals and public schoolteachers. They contribute 25 percent of all African-American STEM graduates, 40 percent of all African-American engineers, 50 percent of African-American lawyers, and 80 percent of African-American judges.

□ 1930

Most plainly, HBCUs are responsible for building today's African-American middle class—this is a record to be proud of—and, of all of these accomplishments, without the assistance and support from the government and our private sector partners that they need and deserve.

Mr. Speaker, as we stand here tonight, as the CBC, to honor HBCUs, we remain vigilant about the current dangers that they face. Many HBCUs still suffer from barriers for access for students, such as affordability, and the overall financial instability of both the students they serve and of the institutions themselves, due to a lack of access to funding.

As many of you know, one of my first tasks when I entered Congress was to launch the bipartisan HBCU Caucus, with my co-chair BRADLEY BYRNE from Alabama. Vice chairing our caucus is TERRI SEWELL and BENNIE THOMPSON, and FRENCH HILL on the Republican side. Since its inception, we have witnessed fortunate growth to a total of 58 Representatives and 2 Senators. We came together to create a national dialogue around HBCUs for our Members and their staffs about the issues impacting our schools. We also came together to draft meaningful bipartisan legislation.

In accomplishing the first aim, the willingness of Members to attend today

illustrates that a national dialogue has begun. Before we leave here today, our Members and our staffs, who couldn't join us tonight, will, hopefully, learn and know the issues. To achieve the third legislative goal, it will take the collective effort of all of us who have been entrusted to work here in the people's House.

Tomorrow, I and my colleagues on the Education and the Workforce Committee will debate a reauthorization of the Higher Education Act, a flawed piece of legislation that, in many respects, will devastate HBCUs and their students. Consideration of this measure illustrates how we need that collective effort from both sides of the aisle to work together now, more than ever.

Mr. Speaker, I ask my colleagues tonight, dedicated to the achievement of HBCU students and graduates, to come together to work to increase access and career opportunities. I hope we can all, tonight, vow to take substantive action and recognize that the government cannot take on this aim and this challenge alone. Let's work with our private partners to create pathways of opportunity for our students, placing them in fields that will make the African-American middle class larger and stronger than ever.

Let's vow to continue listening to our HBCUs and their able administrators, to ensure that they have the tools and the resources to make that happen, for only then can we ensure that these valuable institutions not only survive, but that they thrive. We have a number of universities in North Carolina for public HBCUs and six private HBCUs, and we are so very proud of all of our HBCUs throughout this Nation.

Mr. Speaker, I yield to the gentleman from Mississippi (Mr. THOMPSON), my colleague.

Mr. THOMPSON of Mississippi. Mr. Speaker, I thank the gentlewoman for yielding.

Mr. Speaker, I represent the Second District of Mississippi. I would like to pay tribute to those four Historically Black Colleges that reside in the Second District, but before I do, I want to, for the RECORD, make sure that people understand the role of Historically Black Colleges and how they actually came to exist.

For those who think education has always been here for anyone who would want it, I just take you back to that 150 years ago that my colleague from North Carolina talked about. Well, that 150 years was the beginning of people recognizing that African Americans should have the opportunity to go to school, just like anyone else.

But, unfortunately, in this country, if you were of color, there were no provisions for you to have a college education. So, for a lot of people in this country, it didn't matter how bright they were, it was the fact that there were no institutions available for you to go.

It is also important to look at my situation in my area that I represent,

Mr. Speaker. When I went to college, I had never met an African-American doctor, lawyer, dentist, or anything because they didn't exist. When I got to college, my college physician was an African American, but I went to Tougaloo College. He was a graduate of Tougaloo, and he had to go to medical school out of State because no medical school would admit him. But the most important thing I am saying is that for a lot of professionals who wanted to do good in their communities, they had to go out of State, so Historically Black Colleges were created.

I met Martin Luther King, Jr., on the campus of Tougaloo College when I was a student. Tougaloo College and Rust College, in another district, were the only two institutions of higher learning that would allow Martin Luther King, Jr., to speak on their campus, and they both were Historically Black Colleges. So, if for no other reason, Historically Black Colleges have helped level the playing field. They have exposed a number of African-American students to a broader view in terms of life and what happens, but they were also put in situations, Mr. Speaker, and an environment that they could relate to.

So, Tougaloo College, I salute you.

Jackson State University is the largest Historically Black College in the State of Mississippi, well renowned. They have over 10,000 students on its campus. It is the only State-supported university in the capital city. So we pay special tribute to Jackson State University. They are noted for a number of graduates, too many to name. They continue to excel in every facet of academia.

Alcorn State University, the oldest African-American land grant college in America, turns out a number of students who have gone on to excel not just in agriculture, but in medicine, law, and education.

Mississippi Valley State University, located in Itta Bena, Mississippi, was created to avoid integration. If you look at the charter for Mississippi Valley State University, it was created so Negroes could go to school in the Mississippi Delta and not be forced to integrate into the White colleges. So, for whatever reason, Mississippi Valley State University was created, and it thrives to this point.

Mr. Speaker, the most important thing I would like to say is that when I was a student at Jackson State University, I participated in a lawsuit that talked about equity in funding for Historically Black Colleges. It took us 27 years of litigation—*Ayers v. Mississippi Institutions of Higher Learning*—to prove that the Black schools were not getting the same resources as the White schools. We won the lawsuit and we are now talking about equity in those institutions.

As important is not just having the institutions, but those who are State-supported, to have the proper resources so their students can become and be

the best that they can be. It is fitting and proper that we celebrate not just the nine HBCUs, but let's talk about all of them and the merit and worth that they have given to this country.

Mr. Speaker, I pay special tribute—and I think there are about 103 or 104 Historically Black Colleges—106. I stand corrected. So, again, they are doing a wonderful job, but it is the purpose for which they were created.

Some people will try to convince that there is no issue with race in America today, and I beg to differ that if it were not for those Historically Black Colleges, a lot of individuals would not be where they are today. If you talk to those 20 Members of the United States House of Representatives who are graduates of Historically Black Colleges, they will talk to you and tell you about the fabric and representation that going to those schools provided to them.

I am happy to say that not only is my daughter a graduate of two HBCUs, but my granddaughter is also attending Xavier University of Louisiana in New Orleans. She really didn't have a choice in the matter, but she thought she did; but at the end of the day, she is a second-year student there, and I am happy to say that she wouldn't have it any other way. So that HBCU education is already sinking in. Whatever she chooses to do, I am convinced that her perspective will be far broader because of her attendance at Xavier University of Louisiana.

Ms. ADAMS. Mr. Speaker, I thank the gentleman from Mississippi for not only that valuable information, but for the work that he has done over the years and for making an HBCU choice. I did the same thing for my daughter. I said: You go wherever you want, my money is going to an HBCU.

But nothing could be finer than to be at an HBCU. It really does so much to get our students to where they need to be, especially those who come the way I did: not fully prepared.

Mr. Speaker, I yield to the gentleman from Georgia (Mr. BISHOP), from the Second District.

Mr. BISHOP of Georgia. Mr. Speaker, I thank the gentlewoman for yielding.

This is certainly a very, very appropriate tribute. As a product of Morehouse College, I know firsthand the important contribution HBCUs have made in educating, training, and empowering outstanding leaders.

Morehouse College is celebrating its sesquicentennial this year. Throughout its 150-year history, Morehouse College has made a significant mark on our State, our Nation, and the world. Here, many notable men gained the knowledge and the training that enabled them to become some of the greatest influences of our time, including Dr. Martin Luther King, Jr.; noted theologian, Dr. Howard Thurman; civil rights leader, Julian Bond; filmmaker Shelton "Spike" Lee; Olympic gold medalist Edwin Moses; CEO of the Silicon Valley Community Foundation, Emmett Carson; and many more.

Morehouse principles often instill a desire for public service to benefit mankind. In the United States Congress, Representative CEDRIC RICHMOND, the chairman of the Congressional Black Caucus; as well as many staff members and former Members of Congress, hold degrees from Morehouse College.

U.S. Presidents have relied on alumni, such as former Secretary of Homeland Security, Jeh Johnson; former Secretary of Health and Human Services, Dr. Louis Sullivan; former U.S. Surgeon General, Dr. David Satcher; and former U.S. Ambassador to the United Nations, James Nabrit.

Around the country, State and local governments have been led by alumni, such as Maynard Holbrook Jackson, the first African-American mayor of Atlanta, Georgia.

I have the honor and privilege of representing these two HBCUs in the Second Congressional District of Georgia: Albany State University and Fort Valley State University.

Albany State University, with its rich history, dating back to the trials and the triumphs faced by Joseph Winthrop Holley. Albany State University was first founded as the Albany Bible and Manual Institute in 1903. The school gained State funding in 1917, joined the University of Georgia system in 1932, began offering baccalaureate degrees in 1943, and came back strong after severe floods in 1996 as Albany State University, offering graduate programs and advanced degrees.

□ 1945

Today, the university has a total economic impact of \$143 million and supports 1,493 jobs in the Albany area. Its educational contributions are significant. Albany State is the third in the Nation for bachelor's degrees in education for African Americans. It offers 35 degree programs in education, nursing, criminal justice, business administration, public administration; and Albany State University has produced doctors, lawyers, NASA engineers, military officers, college university presidents, teachers, preachers, mayors, legislators, business people, millionaires, and Olympic medalists.

The Fort Valley State University, which I have the honor of representing, was founded 120 years ago. Fort Valley is Georgia's only 1890 land-grant institution charged with educating and empowering its students and its surrounding community.

As many of you are aware, 1890 institutions, including Fort Valley State University, were created to ensure access to higher education in the agricultural and natural resource sciences to serve the underserved and reach the unreached.

Fort Valley has always been known to not only train and graduate tomorrow's talented leaders but to ensure that these leaders are as diverse as the communities they serve in their skill sets, their experiences, and their per-

spectives. Fort Valley State University has excelled at this job. It generates an economic impact of \$109 million for its local and regional economy and generates 1,125 jobs.

In addition to the educational, social, and community benefits a Fort Valley education provides, it is estimated that Fort Valley State University increases its graduates' lifetime earnings by 61 percent.

As you can see, Historically Black Colleges and Universities are a vital part of the fabric of our educational system. I congratulate them for their contributions to our Nation, and I look forward to their continued tutelage for generations of future leaders for this country and the world.

Ms. ADAMS. Mr. Speaker, I thank the gentleman from Georgia (Mr. BISHOP), the Morehouse man. I thank him very much for his contributions tonight and for all he has done.

Mr. Speaker, may I ask how much time I have left.

The SPEAKER pro tempore. The gentlewoman from North Carolina has 39 minutes remaining.

Ms. ADAMS. Mr. Speaker, I yield to the gentlewoman from Ohio's Third District (Mrs. BEATTY).

Mrs. BEATTY. Mr. Speaker, it is, indeed, my honor to join my colleagues tonight to recognize and celebrate 150 years of excellence in education at HBCUs. I thank the congresswoman from North Carolina's 12th Congressional District (Ms. ADAMS) for leading the charge tonight.

And to our CBC chairman, Congressman CEDRIC RICHMOND, I thank him for allowing us to come forward and not only tell our stories about the 150 years, but to demonstrate to all of those, Mr. Speaker, who are watching tonight, that we set an example for others to follow.

The nine HBCUs celebrating their 150th anniversaries this year have been educating and transforming Black students across this Nation into leaders. For 150 years, HBCUs have weathered the violence of Jim Crow laws and funding cuts to continue to be the light in many of our overlooked communities.

While my alma mater, Central State University, hasn't been here for 150 years, it was established in 1887. And in 2014, it received the designation as a land-grant university, the last of the HBCUs to become a land-grant.

For 130 years, Central State University has been that light, that training ground for African-American change makers—African-American change makers in a nation like you see in this picture. It was just a few months ago I traveled back for my homecoming to celebrate with friends and classmates, 130 years. It is 130 years of a university that has produced classmates like Nancy Wilson, Leontyne Price, Orlando Brown, Arsenio Hall, Jason Thomas, a United States Marine who was there during the aftermath of 9/11 and rescued people. Also, we have people like

Elizabeth Eckford, one of the Little Rock Nine, a group of African-American students who, as we all remember, in 1957, were the first Black students ever to attend classes at Little Rock Central High School.

I am very thankful for 40-plus years of friendships with individuals like Zenobia Leavell. And when I think of Linda Brown, and as we call her "Lulu," for organizing this picture, because we stand tall, and we represent all sectors of this community.

Central State provided an education for this little girl from Dayton, Ohio, when my mother and father sat down and they were able to put their dollars and cents together to not only send me, but to send every one of my siblings to an HBCU university. They said: We want you to go there, but we want you to come back. Little did they know that I would stand in the Halls of Congress and advocate for HBCU universities. Attending Central State University changed my life.

It is important for you to know, when we talk about HBCUs, I know it all too well. Just yesterday, I sat at our kitchen table with my grandbabies and their parents and my husband, and our conversation—I was so proud because, you see, it was Howard University, Morehouse College, and Spelman College that produced us. When you think about my husband, an attorney, a graduate of Howard University; when you think about Otto III, an attorney and entrepreneur and graduate of Morehouse College; when you think of Laurel Beatty Blunt, a common pleas court judge and a graduate of Spelman College; I am so proud that when I sat there and I looked at my grandbabies, Leah and Spencer, and as Leah beamed because she was wearing a T-shirt that said: I am Spelman-bound, Grammy; and then there is Spencer, who will be going to Morehouse, that is because we stand on the shoulders of so many.

Why do we come tonight? We come to tell you that 40 percent of all Black Members of Congress are graduates of HBCUs; 12.5 percent of all Black CEOs, HBCUs; half of all the Black professors at non-HBCUs; 50 percent of all Black lawyers, graduates of HBCUs; and 80 percent of all Black judges, graduates of HBCUs.

When I think about today, with Trump's administration and with their proposals to cut Pell grants, when I think about the threats to hold construction grants, when I think about Republicans' assault on students in the Republican tax scam hike, it is a sad day in America.

We come today because we want our voices to be heard, because we know, in the words of one of our own, Barbara Jordan: "Education remains the key to both economic and political empowerment. That is why schools charged with educating African Americans have, perhaps, the deepest challenge of all."

Mr. Speaker, let me end by saying two things in the words of Nelson

Mandela, and I think it sums it all up: "Education is the most powerful weapon you can have to change the world."

That is why I stand here with my colleagues, standing up for HBCUs, standing up that this administration will understand that we expect—no, we demand to get the appropriate funding so our children, our grandchildren, and generations yet unborn will have the same opportunities that I have had and so many more, because when HBCUs succeed, America succeeds.

Ms. ADAMS. Mr. Speaker, I thank the gentlewoman from Ohio (Mrs. BEATTY) for her participation and for all of the work that she continues to do, and we are so very proud of her acknowledgment tonight of our HBCUs.

Mr. Speaker, I yield to the gentlewoman from the 14th District in Michigan (Mrs. LAWRENCE).

Mrs. LAWRENCE. Mr. Speaker, I want to thank the congresswoman from the great State of North Carolina (Ms. ADAMS) for her endless passion for education of the next generation and her strong support of our HBCUs. I also want to acknowledge our chairman, CEDRIC RICHMOND, our CBC chairman.

Mr. Speaker, I stand here today to recognize something truly incredible. This year, nine Historically Black Colleges and Universities are celebrating their 150th anniversaries, 150 years of excellence, of endurance, and of new opportunity, collective strengths, and a core belief in the value of education.

Mr. Speaker, we so often talk about the American Dream, and we talk about that ladder of success that any American can have if they work hard and get an education. We all know that that first rung of that ladder is clearly education, and if we do not keep our promise in America to educate, we are failing in our American commitment to excellence in developing all young people to obtain their greatness.

As we look upon these accomplishments of 150 years, we are reminded how important and how vital these schools have been to the advancement of African Americans.

Mr. Speaker, by establishing these amazing places or institutions of learning, against all odds, and by turning them into world-class institutions, African-American leaders have made it clear that we hold the belief in education just as dearly as anyone else in America.

However, to ensure that some day we can celebrate these amazing institutions' 200th and 300th anniversaries, it is critical that we, as a country, resist the shameful attacks on our education system.

Unfortunately, Mr. Speaker, the current tax plan being negotiated by my Republican colleagues threatens our educational system like never before. It pains me to stand here tonight congratulating 150 years of academic excellence while a small group of Republicans are working behind closed doors to strip educational opportunities for millions of Americans.

I do not believe that this is what the constituents voted for. U.S. citizens did not vote for higher student loan payments, teachers digging deeper in their pockets to supply the basic needs for their students, and a punishing tax on university endowments.

This is truly a tax scam. But perhaps the most senseless attacks on this success are coming from the White House. Earlier this year, I was horrified to see the President refer to the HBCUs as "unconstitutional" simply because they were the answer to a fundamentally unequal education system.

And let me be clear, HBCUs were created because there were no other choices. However, this feeling of being horrified or disappointed, I had frequently this year. While I am horrified, unfortunately, it is no longer a surprise. After all, this is a President who refused to denounce the blatant racism in Charlottesville and whose Education Secretary foolishly called HBCUs the "pioneers of school choice." Clearly she doesn't know the history because there was no choice, Mr. Speaker.

□ 2000

While this can be unfortunate, disappointing, and even sickening, HBCUs were born out of adversity, and I see no reason to cave to the pressure now. We need to protect our HBCUs for future generations, for tomorrow's leaders because, as we continue to see, equality is a fight. Equality is a process.

I know a day will come, and I pray that I will be able to see with my own eyes, that equality in education and equality in this country is a reality. But until then, we must acknowledge today's successes, the successes of these amazing places, institutions of learning, and continue to fight for tomorrow's dreams of our next generation.

Ms. ADAMS. Mr. Speaker, I thank the gentlewoman from Michigan for her contribution tonight and for her support of Historically Black Colleges and Universities.

Mr. Speaker, how much time do I have remaining?

The SPEAKER pro tempore. The gentlewoman from North Carolina has 24½ minutes remaining.

Ms. ADAMS. Mr. Speaker, I yield to the gentleman from the Third District of Virginia (Mr. SCOTT), who is the ranking member on the Education and the Workforce Committee.

Mr. SCOTT of Virginia. Mr. Speaker, I thank the gentlewoman for yielding. I also want to thank her for her leadership in organizing this Special Order and for her leadership of the Historically Black Colleges and Universities Caucus.

HBCUs provide a great value to America, and I am honored to represent a congressional district that is home to two HBCUs: Hampton University, which celebrates its 150th anniversary next year, and Norfolk State University.

Since their inception, HBCUs have been the cornerstone of postsecondary

education for the African-American community. This was true 150 years ago and remains true today. HBCUs account for no more than 3 percent of all colleges and universities, yet they enroll almost 10 percent of all African-American undergraduate students and produce about 15 percent of all bachelor's degrees earned by African Americans.

They also produce 25 percent of African-American STEM graduates and 33 percent of African-American science and engineering Ph.D.'s. Approximately half of all African-American teachers graduated from HBCUs. Many of them choose to teach in high-minority, low-income school districts where they serve as role models for their communities.

As ranking member of the Committee on Education and the Workforce, I know the prominent role that HBCUs play in our higher education landscape. I believe that strengthening and supporting them must be a key priority as Congress looks ahead to taking action on the reauthorization of the Higher Education Act. However, it does not appear that the majority shares that belief.

The Committee on Education and the Workforce meets tomorrow morning at 10 to mark up H.R. 4508, a partisan rewrite of the Higher Education Act that was drafted in secret, introduced less than 2 weeks ago, and is now being considered in committee without a single hearing on the bill.

Mr. Speaker, HBCUs, those who lead them, those who support them, and those who hope their children might one day attend them, should be gravely concerned with H.R. 4508. This is a bad deal for students, a bad deal for schools, and a bad deal for working families.

This bill would decimate the Federal student aid for low-income students. It would significantly reduce available aid for grants—that is money that students don't have to pay back, forcing them to borrow more money. It leaves the Pell Grant program as the only remaining grant aid, yet it fails to increase Pell dollars, fails to increase the Pell maximum award to account for inflation, and it expands eligibility to low-quality programs without any Federal oversight.

This bill changes the available terms for Federal student loans, making them far less generous than current law, and eliminates the Public Service Loan Forgiveness program, a program that attracts the best and the brightest to forgo higher salaries in exchange for public service.

H.R. 4508 caps loan amounts for graduate students and families, pushing them into higher interest, private markets, and even bars graduate students from participating in Federal work study.

The Republican bill fails to reauthorize the Perkins Loan Program, a campus-based aid program that allows low-income students to access low-cost

loans, and eliminates other forms of campus-based aid.

Mr. Speaker, there is no way around it. This is a bad bill. H.R. 4508 will force students to borrow more money, pay more to borrow more, and pay more when they pay that money back. It makes college more expensive at every step of the process, putting college and graduate degrees further out of reach for low-income and minority students. Those are groups that are already underrepresented in our higher education system and served at higher rates by HBCUs and other minority-serving institutions.

Further, the bill makes no additional investment in minority-serving institutions and other underresourced institutions, institutions that tend to serve communities of color, and eliminates grant programs that support minority students who want to pursue postgraduate degrees. The bill would even incentivize institutions to forgo enrollment of high-risk students.

Lastly, the bill prioritizes low- or no-quality workforce training over more advanced credentialing, potentially exacerbating what is on track to become a two-tiered system of higher education: college and graduate school for the wealthy, and direct-to-workforce training for the poor.

While not every student seeks to pursue a 4-year degree or even a graduate degree, every student must have that option and opportunity to make that choice. According to the United Negro College Fund: "We remain deeply concerned that H.R. 4508 falls short of enabling college success for minority and low-income students who can help our country compete and win the global economy. On balance, the PROSPER Act would cause minority and low-income students to pay more to earn their college degrees at a time when they should be paying less. In addition, we are concerned that one theme of the bill is to highlight short-term training options, when a 4-year college degree has a substantially greater payoff, in general, with higher lifetime earnings and lower unemployment—and this payoff may be the greatest for minority and low-income students. Further, a significant shortcoming of the bill is it fails to make any new investment in HBCUs which pull above their weight in producing African-American college graduates and, worse, it cuts the current Federal investment in these institutions."

Mr. Speaker, we want to ask what problem H.R. 4508 is trying to solve. Does the majority think there is too much money to send poor and minority students to college? Does the majority think that there are too many poor students and minority students accessing and completing their college education? Does the majority think that inequality in higher education is solved?

Mr. Speaker, as we rise to commemorate 150 years of HBCU excellence, let us remember that we still have a fight

to fight. Let us reject H.R. 4508 and fight for a Higher Education Act that not only honors HBCU excellence, but also builds on it through investing in students and working families.

Mr. Speaker, I thank the gentlewoman from North Carolina for organizing this Special Order.

Ms. ADAMS. Mr. Speaker, I thank the gentleman from Virginia for his comments and for his work in education.

Mr. Speaker, I yield to the gentleman from the Second District of Pennsylvania (Mr. EVANS).

Mr. EVANS. Mr. Speaker, I, too, would like to thank my good colleague from the great State of North Carolina for her leadership on this very important issue.

I am proud to stand here with so many of my friends and colleagues tonight for a topic near and dear to my heart: the continued viability and success and importance of HBCUs.

Our HBCUs play an incredible critical role in the stability and strength in our Nation. I truly believe, in order to build stronger neighborhoods, better schools, and other community-sustainable institutions, we must go block by block, we must celebrate the diversity, and we must salute the rich history of the HBCUs and the phenomenal contributions that they have made and will continue to make to our communities nationwide.

I am so proud to say that, for years, our HBCUs have produced amazing leaders who not only contribute to their respective fields, but who also pride themselves on making sure the next generation of African Americans succeed.

The Commonwealth of Pennsylvania is the proud home of two exceptional HBCUs: Cheyney University and Lincoln University. They share the distinction of being the first two HBCUs founded in America, a point of great pride to the Commonwealth of Pennsylvania. Many of my fellow members of the CBC have HBCUs in their States, but they started in Pennsylvania.

Many students and residents in the Second Congressional District call Lincoln and Cheyney their alma mater. Cheyney was founded on February 25, 1837, three decades before the Emancipation Proclamation. This year, Cheyney is celebrating its 180th anniversary.

Cheyney is located outside of Pennsylvania's Second Congressional District and is the oldest HBCU in the country. For years, Cheyney was known as a teachers college and has played an incredibly viable role within the Commonwealth, ensuring the elementary, secondary, middle school, and high school teachers at schools in the city of Philadelphia and across the Commonwealth of Pennsylvania are prepared and have the necessary skills in order to train our students for success in the classroom and beyond.

That brings us to Lincoln University. Lincoln was established as our Nation's

first degree-granting HBCU. Lincoln was designated as the first institution in the world to provide higher education in the arts and sciences for young African-American males and is famous for two of the lions of Black American history: Langston Hughes, and the Supreme Court Justice Thurgood Marshall. Today, Lincoln is one of the largest employers in southern Chester County, Pennsylvania.

Our HBCUs nationwide are critical to the strength and stability of our Nation. Just like our cities, our schools compete for people. We have the power to continue to define the rich history and the legacies of our HBCUs.

I am proud to stand here today with our friends and colleagues to send a strong message that it is on us. It is our job to ensure that we protect these institutions that are true treasures and recognize their significant societal contributions by continuing to ensure their success.

I salute the Lincoln Lions and the Cheyney Wolves. Both of these institutions are very proud, and I am proud that they are institutions in the Commonwealth of Pennsylvania.

Ms. ADAMS. Mr. Speaker, I thank the gentleman from Pennsylvania for not only his support, but for his contributions to our Historically Black Colleges and Universities.

Mr. Speaker, I yield to the gentleman from the Sixth District of South Carolina (Mr. CLYBURN), our final speaker, the Democratic Assistant Leader.

Mr. CLYBURN. Mr. Speaker, I stand before this House tonight as the proud Representative of the congressional district that has seven of the eight HBCUs in South Carolina within its borders: Allen and Benedict in Columbia; Claflin and South Carolina State in Orangeburg; Morris in Sumter; Voorhees, Denmark Tech in Denmark, South Carolina; and Clinton College in Rock Hill, South Carolina.

I listened intently as some of the speakers spoke before me, and I would like to give just a brief overview of the history of HBCUs.

You have heard from the previous speaker that the first HBCU was Cheyney State in 1837. Well, it is kind of interesting. That school was created a few decades before the Emancipation Proclamation, so it means that before slavery was abolished, HBCUs existed.

Now, one of the interesting things that took place during the Civil War was the creation of something called the Morrill Act. The gentleman from Vermont, Justin Morrill, introduced legislation to train people not just in agriculture, but in military training.

□ 2015

That law was signed by the President, President Abraham Lincoln, July 2, 1862.

Now, the interesting thing is that when the law was enacted, the Southern States refused to implement that law on behalf of people of color. They would not allow any person of color to

attend those schools. Consequently, Justin Morrill went back before the Congress and, in 1880, created a second Morrill Act, this time mandating that these schools be established in the former slave States for people of color.

Now, I bring that up tonight because one of the speakers talked about President Trump signing a bill earlier this year and issuing what we call a signing statement. In his statement, he said that he is going to sign the bill, though he questioned the constitutionality of that section of the bill that funded Historically Black Colleges and Universities.

Just think about this: the history of this country was to deny educational opportunities to people of color, and now we have a President of the United States today saying that those schools that were established for the express purpose of educating those citizens, that legislation is unconstitutional.

If nothing else we have heard from this President bothers you, that one thing should bother every person in the United States of America.

Now, I have talked about those schools that I am proud to represent. I met with the President. Unfortunately, I heard stuff all over the weekend about the Congressional Black Caucus refusing to meet with President Trump. That is not true. The leadership of the Congressional Black Caucus did, in fact, meet with him, and though I don't hold a leadership position, they invited me to go along.

So I sat with the President in the Oval Office, and I told the President something that I want to share with the listeners tonight about HBCUs.

I told the President the story of a young man whom a lot of people have heard of, Ronald McNair. Ronald McNair was an astronaut who lost his life in the blowup of the *Challenger*.

Ronald McNair came from the little town of Lake City, South Carolina, in the Sixth Congressional District that I proudly represent, and I got to know him and his family very well.

We were talking one day as he was getting ready to retire from astronaut school. In fact, that accident of the *Challenger* was to be his last flight. He was going to retire. He was coming home to be a professor at the University of South Carolina, also in my district. He said to me that when he graduated from high school in Lake City and went off to North Carolina A&T, he had to take remedial courses.

Now, everybody talked about Ron McNair. I shared this with the President. I told him, I said: Everybody talked about him having a physics degree from MIT. Nobody talks about the fact that he went to North Carolina A&T. And he said to me: Had it not been for North Carolina A&T, he never would have made it. Why? Because it was on that small campus he was nurtured. When they saw in him that he had the ability to be a great physicist, the ability to be a great astronaut, what he did not have was the back-

ground, the educational preparation that was not provided for him in that little rural town that he grew up in, and the same thing is taking place today.

There are communities in my congressional district where there are gifted young people, but they come from what we call Gullah Geechee communities from the seacoast, those islands off the seacoast where they are smart, highly intelligent, but they know only the culture that they grew up in. So they may not know how to make a subject and verb agree properly, and, therefore, when they go off to college, would have to take a remedial course in order to get those subjects and verbs to agree. But they are very bright, very smart students, and they have been intentionally undereducated by the States that many of them come out of.

I know, for more than 20 years, the Legislature in South Carolina did not fund these schools properly, and we went before the State supreme court. That case lasted for over 20 years, and recently the Supreme Court decided to take the school districts from under that order that it issued some time ago.

So these communities have been intentionally underfunded for their public schools, and these students graduate high school, go off to college, and they need the nurturing that they get from an HBCU.

So if anybody tells you that HBCUs are unconstitutional, that ought to tell you all you need to know to stay away from that person.

I want to close by talking up my alma mater, South Carolina State University. There are a lot of good things to consider about South Carolina State, but one is this, and I want all of you to go and check the record.

You will find, if you check all the schools in the country that have produced general officers in the military, general officers of color, you will find that South Carolina State University, and South Carolina State College before it, has produced more African-American general officers than any other school in the country, and that includes the service academies.

I am very proud of what HBCUs have done, I am very proud of that HBCU that I attended, and I am very proud that Sister ALMA ADAMS, who co-chairs the HBCU Caucus, has allowed me to speak about it this evening.

Ms. ADAMS. Mr. Speaker, I want to thank the gentleman from South Carolina, and I can certainly associate myself with those remarks that you spoke about with Ron McNair. I, too, enrolled at North Carolina A&T not fully prepared, but they made a committed investment in me, and I was able to go on and receive my Ph.D. from the Ohio State University only because of North Carolina A&T, an HBCU which has done so much for all of our students.

I want to acknowledge Elizabeth City State University; Fayetteville State University; North Carolina A&T, my

alma mater twice; North Carolina Central University; Winston-Salem State University; Barber-Scotia College; Bennett College; Johnson C. Smith University, in my 12th district; Livingstone College; St. Augustine's University; and Shaw University. All of these colleges reside in North Carolina, and we are so very proud of the work that they are doing.

Mr. Speaker, how much time do I have remaining?

The SPEAKER pro tempore. The gentlewoman from North Carolina has 1 minute remaining.

Ms. ADAMS. Mr. Speaker, let me just thank all of my colleagues for coming out tonight and to say that we are certainly very proud of our schools, and we celebrate them tonight and every day. We acknowledge the work that they have done. We acknowledge all of the corporate folks who have pledged to work with our HBCUs, our tech companies in connection with Howard University, and all of the other tech corporations that have stepped forward to help us and to help our schools and to continue to enable the young people who so ably deserve a college education are able to do that.

Mr. Speaker, I want to thank all of my colleagues who came tonight and those who will join us as we continue to work on behalf of Historically Black Colleges and Universities so that they not only continue to survive, but that they thrive.

Mr. Speaker, I yield back the balance of my time.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, today I rise to celebrate the 150th Anniversary of Historically Black Colleges and Universities (HBCUs). Nine HBCUs—Alabama State University, Barber-Scotia College, Fayetteville State University, Howard University, Johnson C. Smith University, Morehouse College, Morgan State University, St. Augustine's University, and Talladega College, celebrate 150 years of excellence this year.

HBCUs are pillars of the black community and important contributors to the strength of our nation. 40 percent of the Congressional Black Caucus (CBC) are graduates from one or more HBCUs and with their representation they continue to remind us of the importance of fighting for these institutions. HBCUs not only provide a college education for 300,000 students every year, but they are economic powerhouses. Since 2017 HBCUs have generated an annual economic impact of \$14.8 billion annually—nearly \$5 billion higher than in 2006.

I've seen the substantial impact of HBCUs in my district by the example Paul Quinn College has set. Paul Quinn College plays a major role in the economic success of its graduates by enhancing their education, training and leadership skills. A college degree opens the door to economic prosperity through greater employment and earnings potential. In fact, Paul Quinn College's class of 2014 can expect total earnings of \$53 million over their lifetimes—that's 77 percent more than they could expect to earn without their college credentials.

Paul Quinn College not only contributes to the economic success of its students, but it

also provides a foundation for students to grow. Like many HBCUs, Paul Quinn College is committed to the holistic development of their students. Professors not only focus on academic excellence, but they also invest in the professional and individual development of their students.

HBCUs will always be a prominent force in our nation. As a member of the Congressional Black Caucus I recognize the importance of its funding and legacy in our country. Please join me in recognizing the legacy of HBCUs across our country.

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. DANNY K. DAVIS of Illinois (at the request of Ms. PELOSI) for today.

Ms. JACKSON LEE (at the request of Ms. PELOSI) for today on account of representational duties in congressional district.

ENROLLED JOINT RESOLUTION SIGNED

Karen L. Haas, Clerk of the House, reported and found truly enrolled a joint resolution of the House of the following title, which was thereupon signed by the Speaker on Thursday, December 7, 2017:

H.J. Res. 123. Joint resolution making further continuing appropriations for fiscal year 2018, and for other purposes.

ADJOURNMENT

Ms. ADAMS. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 8 o'clock and 26 minutes p.m.), under its previous order, the House adjourned until tomorrow, Tuesday, December 12, 2017, at 10 a.m. for morning-hour debate.

EXECUTIVE COMMUNICATIONS, ETC.

Under clause 2 of rule XIV, executive communications were taken from the Speaker's table and referred as follows:

3342. A letter from the Under Secretary, Comptroller, Department of Defense, transmitting a report of a violation of the Antideficiency Act, Army case number 15-04, pursuant to 31 U.S.C. 1351; Public Law 97-258; (96 Stat. 926); to the Committee on Appropriations.

3343. A letter from the Assistant General Counsel for Legislation, Regulation, and Energy Efficiency, Department of Energy, transmitting the Department's final rule — Procedures for Determining Eligibility for Access to Classified Matter or Special Nuclear Material [Docket No.: AU-RM-17-PACNM] (RIN: 1992-AA56) received December 6, 2017, pursuant to 5 U.S.C. 801(a)(1)(A); Public Law 104-121, Sec. 251; (110 Stat. 868); to the Committee on Energy and Commerce.

3344. A letter from the Secretary, Department of the Treasury, transmitting a six-month periodic report on the national emergency with respect to Yemen that was declared in Executive Order 13611 of May 16, 2012, pursuant to 50 U.S.C. 1641(c); Public Law 94-412, Sec. 401(c); (90 Stat. 1257) and 50

U.S.C. 1703(c); Public Law 95-223, Sec 204(c); (91 Stat. 1627); to the Committee on Foreign Affairs.

3345. A letter from the Assistant Secretary for Export Administration, Bureau of Industry and Security, Department of Commerce, transmitting the Department's final rule — Amendments to Implement United States Policy toward Cuba [Docket No.: 171013999-7999-01] (RIN: 0694-AH47) received November 20, 2017, pursuant to 5 U.S.C. 801(a)(1)(A); Public Law 104-121, Sec. 251; (110 Stat. 868); to the Committee on Foreign Affairs.

3346. A letter from the Director, Office of Administration, Executive Office of the President, transmitting an accounting of the transactions from the Unanticipated Needs Account for fiscal year 2017, pursuant to 3 U.S.C. 108(b); Public Law 95-570, Sec. 2(a); (92 Stat. 2449); to the Committee on Oversight and Government Reform.

3347. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. Act 22-190, "Fiscal Year 2018 Budget Support Clarification Temporary Amendment Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3348. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. Act 22-191, "At-Risk Tenant Protection Clarifying Temporary Amendment Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3349. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. Act 22-192, "Operator's Permit and Drug Offense Amendment Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3350. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. ACT 22-194, "DMV Services Amendment Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3351. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. ACT 22-197, "Mobile DMV Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3352. A letter from the Chairman, Council of the District of Columbia, transmitting D.C. ACT 22-193, "Exhaust Emissions Inspection Amendment Act of 2017", pursuant to Public Law 93-198, Sec. 602(c)(1); (87 Stat. 814); to the Committee on Oversight and Government Reform.

3353. A letter from the Administrator and Chief Executive Officer, Bonneville Power Administration, Department of Energy, transmitting the Bonneville Power Administration's 2017 Annual Report, pursuant to the Third Powerplant at Grand Coulee Dam Act, 16 U.S.C. 835j, and the Chief Financial Officers Act, Public Law 101-576, applicable to Government corporations; to the Committee on Oversight and Government Reform.

3354. A letter from the Executive Secretary, Bureau for Europe and Eurasia, United States Agency for International Development, transmitting a report of a nomination and a change in previously submitted reported information, pursuant to 5 U.S.C. 3349(a); Public Law 105-277, 151(b); (112 Stat. 2681-614); to the Committee on Oversight and Government Reform.

3355. A letter from the Acting Chief Executive Officer, Corporation for National and Community Service, transmitting the Office of Inspector General's Semiannual Report to Congress and the Corporation for National